

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Non-Public School - 12PV263

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. David Otte

Official School Name: St Henry District High School

School Mailing Address: 3755 Scheben Drive
Erlanger, KY 41018-3597

County: Boone State School Code Number*: N/A

Telephone: (859) 525-0255 E-mail: dgish@shdhs.org

Fax: (859) 525-5855 Web site/URL: www.shdhs.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Michael Clines Superintendent e-mail: MClines@covingtondiocese.org

District Name: Diocese of Covington District Phone: (859) 392-1531

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Mike Koch

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12PV263

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban

4. Number of years the principal has been in her/his position at this school: 22

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	0	0	0		7	0	0	0
1	0	0	0		8	0	0	0
2	0	0	0		9	67	73	140
3	0	0	0		10	48	55	103
4	0	0	0		11	64	69	133
5	0	0	0		12	74	61	135
Total in Applying School:								511

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
97 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	8
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	14
(4)	Total number of students in the school as of October 1, 2010	475
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 3%

Total number of students who qualify: 15

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

3% actually applied and qualified. Approximately 10% of the students would have qualified if they applied. This information is known from the parents who applied for financial aid through Private School Aid Service (PSAS).

10. Percent of students receiving special education services: 0%

Total number of students served: 0

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>1</u>
Classroom teachers	<u>27</u>	<u>6</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>3</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>54</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>10</u>	<u>7</u>
Total number	<u>42</u>	<u>69</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 17:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	97%	96%
High school graduation rate	100%	100%	100%	100%	100%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>109</u>
Enrolled in a 4-year college or university	<u>93%</u>
Enrolled in a community college	<u>5%</u>
Enrolled in vocational training	<u>%</u>
Found employment	<u>2%</u>
Military service	<u>%</u>
Other	<u>%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

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St. Henry District High School, founded in 1933 as St. Henry High School, is located in Erlanger, Kentucky, a suburb of Cincinnati, Ohio. St. Henry is Northern Kentucky's largest Roman Catholic college-preparatory, co-educational high school. Serving the Diocese of Covington, St. Henry's goal is to form educated, disciplined, and well-rounded men and women of strong character and integrity in the Catholic tradition, who are prepared to meet the demanding challenges of the future. St. Henry High School became a district high school in 1984, serving students in grades nine through twelve. The comprehensive education provided at St. Henry is driven by its Mission:

"St. Henry District High School (SHDHS) is committed to providing a well-rounded, college-preparatory education that teaches students to live the Catholic faith by embracing the Gospel message of Jesus Christ. SHDHS is an active faith community characterized by its five pillars of success: Faith, Scholarship, Athletics, Arts, and Leadership."

The 500 plus students who attend St. Henry come from approximately 15 grade schools in the tri-state area: Kentucky, Ohio, and Indiana. Catholic students and students of other faith traditions are provided a quality academic education while developing their knowledge in the faith and beliefs of the Catholic Church.

In 1998, St. Henry District High School opened its doors to a brand new state-of-the-art facility. A coordinated effort by the Diocese of Covington and the St. Henry community of stakeholders helped to make this Catholic school a reality. In its 79th year, St. Henry remains true to its mission as an active faith community that embraces the Gospel message of Jesus Christ.

St. Henry is accredited by the National Council for Private School Accreditation (NCPSA) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI).

St. Henry's comprehensive curriculum allows students the opportunity to enroll in 16 different Advanced Placement (AP) and 15 accelerated courses. In 2010-2011, 122 students were enrolled in AP courses; 115 students took 224 exams. The total number of AP students potentially earning college credit with scores of 3 or higher was 78%. From 2007 to 2011, the number of students who achieved a 3 or higher has risen dramatically (2007 - 67%, 2008 - 72%, 2009 - 72%, 2010 - 89%, 2011 - 78%).

From 2007-2011, 98% of St. Henry graduates have matriculated to college; seven were National Merit Finalists; twenty-six were Kentucky Governor's Scholars; and forty received the Commonwealth Diploma. These five graduating classes were offered a total of \$28,002,988.84 in scholarship opportunities combined.

Students at St. Henry are given many opportunities to succeed. With a teacher to student ratio of 17:1 and an average class size of 19, St. Henry is able to provide individualized attention for academic enhancement. The National Honor Society Peer Tutoring program, after-school Homework Center, and Study Skills programs have been implemented to provide academic support to those students who need additional personalized instruction.

Mentors as well as educators, St. Henry's dedicated teachers drive a challenging and innovative curriculum guided by the school's five pillars of success—Faith, Scholarship, Arts, Athletics, and Leadership. In the study of Faith, St. Henry achieved the highest score in the Diocese of Covington on the 2010-2011 National Catholic Education Association's Assessment of Catechesis for Religious

Education (NCEA ACRE). Academically, St. Henry students rank as National Merit and AP Scholars that are in the top tier among regional schools and offer an impressive list of college admissions. Under the instruction of one of the faculty members, who recently earned his Doctor of Philosophy in Political Science, the Academic World Quest Team placed fourth in the Nation in 2011. The fine arts programs are enriched by faculty who are also practicing artists and musicians allowing students real world application of the skills learned in the classroom. For example, the school's Chamber Choir recently returned from making its fourth trip in ten years to Italy where they performed at St. Peter's Basilica in Rome. As leaders, St. Henry students voluntarily heed the call to leadership and community service. Students participate in the school's service program and are active members of the School Improvement Team, Student Council, NHS Peer Tutoring, Catholics in Action, Shadow Program, and Student Ambassadors. As athletes, St. Henry students have won 50 state championships and have coaches who have received national and community recognition.

St. Henry administers a financial assistance program that provides tuition assistance to students on the basis of demonstrated financial need as determined by Private School Aid Service (PSAS) - a third party tuition assistance source. No student is refused an education due to financial need. In addition to funds generated by St. Henry, over 75% of the funds provided by the Diocesan Secondary Schools Funding program go into the financial assistance program. The total tuition assistance allowance for the 2011-2012 school year is \$243,800.

1. Assessment Results:

A. St. Henry District High School uses national standardized tests to measure success and guide instruction. In early November, sophomores take the PLAN test as a precursor to the ACT they will take their junior/senior years. The PSAT test is administered in October to sophomores and juniors. Sophomores and juniors take the PSAT as another opportunity to sit for a standardized test and to examine their strengths and opportunities for growth. Juniors use PSAT results to qualify for National Merit Scholarships and the Kentucky Governor's Scholars program. Finally, juniors and seniors take the ACT. On March 20, 2012, St. Henry will administer the ACT to all juniors as a part of the ACT District Choice State Testing program, ensuring that all students will take the ACT prior to graduation and that students are college and career ready.

The performance and acceptance levels for these assessments are as follows:

The sophomore PLAN test scores for math are (2011) 20.7, (2010) 19.6, (2009) 19.8, (2008) 19.9, and (2007) 20.2. Reading scores are (2011) 19.1, (2010) 19.3, (2009) 19.9, (2008) 19.3, and (2007) 19.7. St. Henry's acceptable performance level on the PLAN test for math is 19.8 and for reading is 19.3.

The junior PSAT test scores for math are (2011) 50.6, (2010) 50.4, (2009) 51.5, (2008) 50.2, and (2007) 48.1. Reading scores are (2011) 51.3, (2010) 49.4, (2009) 50.2, (2008) 49.7, and (2007) 50.8. St. Henry's acceptable performance level on the PSAT in math is 50.0 and in critical reading is 49.0.

The ACT test scores for math are (2011) 24.3, (2010) 23.3, (2009) 23.0, (2008) 22.1, and (2007) 22.5. Reading scores are (2011) 26.4, (2010) 25.0, (2009) 24.0, (2008) 23.8, and (2007) 22.8. St. Henry's acceptable performance level on the ACT in math is 23.0 and in reading is 24.0. These acceptance standards are evaluated each year after receiving the new scores.

B. St. Henry has consistently seen improvement in performance trends from 2007-2011 in reading on both the PLAN and ACT tests. On average, St. Henry's freshman class will come from approximately 15 different academic institutions, many of which are outside its district schools. The English department pre-assesses student ability levels and maintains consistency in advancing the knowledge of each student. The department employs a wide variety of strategies for freshmen and sophomores to ensure student success. For example, students have the option of turning in writing assignments for pre-assessment feedback, they participate in the development of a mock research paper prior to their formal spring writing assignment, and are given pre- and post-diagnostic tests to identify areas of weakness. The English teachers use student writing samples to help students identify and correct grammar and writing concepts.

The math portion of the PLAN has also been very consistent with a 20.0 average score from 2007-2011. The score did jump from 2010 to 2011 from 19.6 to 20.7 because of a conscious effort by the department. The math teachers analyzed PLAN scores and were not satisfied with the decline since 2007; although minor, it was significant to them and St. Henry. They examined the vertical and horizontal alignment of their courses, and then made adjustments to align tested concepts with testing windows without affecting the overall coverage of material. St. Henry received the results for the 2011-2012 school year and the math score had risen to 21.0, an increase of 1.4 over the last two years, thus indicating these adjustments engaged students and proved effective.

PSAT scores have remained consistent with a critical reading average since 2007 of 50.3 and a math average of 50.2. All scores have been above St. Henry's acceptable performance level since 2008. AP

data indicates St. Henry's scores of 3 or higher are significantly above the Kentucky and Global levels over the past five years. The Kentucky average since 2007 is 52% and the Global average is 61%. The St. Henry results are (2011) 78%, (2010) 89%, (2009) 72%, (2008) 72%, and (2007) 67%. Effective professional development workshops for the AP teachers and a school-wide effort to inform students and parents of the benefits of AP level courses have played significant roles in the advancement of its AP program since 2007.

The open dialogue among department chairs, counselors, and administration, with a focus on curriculum enhancement, have produced significant score improvement in reading and math since 2007.

Consequently, departments have established after school ACT prep programs, implemented ACT type questioning into their assessment, thoroughly analyzed and adjusted course curriculum to better align with testing windows, and improved communication within and among departments in evaluating vertical and horizontal alignment of courses. Common testing for mid-term and final exams is another way departments ensure students are getting the critical core concepts from each course. Courses with multiple teachers are required to have common exams with approximately 80% of the test covering the same core material, and 20% being open to the individual teacher and his or her expertise.

2. Using Assessment Results:

A. St. Henry begins the process of gathering assessment data on students using the EXPLORE and the High School Placement Test (HSPT) - both taken in their eighth grade year. This data is used to gather information regarding the student's academic abilities and to help determine placement of incoming students in English, math, and science. Parents of eighth graders are given the opportunity to meet with counselors and/or administration to discuss course placement using their previous school data, the EXPLORE, and the HSPT.

Other standardized tests that are used at St. Henry to improve instruction and student learning include the PLAN, PSAT, ACT, NCEA ACRE, National Latin Exam, National Spanish Exam, and AP exams. At its October faculty meeting, counselors and administration share data and discuss assessment information from the PLAN, PSAT, and ACT. A summary analysis of this data is shared with department chairs to discuss within their departments. Meetings are scheduled with the administration, counselors, and departments to discuss the data. In analyzing this information, departments determine strengths and areas for growth. As a result, several adjustments have been made to enhance academic achievement. Some of these strategies include: implementation of more ACT- type questioning, a focus on common testing within common courses, teacher-led ACT prep classes, and adjustments made to the vertical and horizontal alignment of subject material to better prepare all students for each national standardized assessment.

Discussions regarding the NCEA ACRE, National Spanish Exam, National Latin Exam, and AP exams occur with the administration and the appropriate departments when the data results become available. Analysis of this information occurs in a similar format to the procedure above.

B. Within the first two weeks of school, parents are invited to the Parent Teacher Organization (PTO) Open House. New parents are invited to a short reception prior to the start of the evening. Parents are welcomed by the administration and are informed of some of the ways they can be a part of supporting the success of St. Henry. Parents follow their son/daughter's schedule through the evening and meet each teacher. Teachers share their syllabus, class expectations, and assessment criteria for each class. More importantly, parents and teachers begin the process of communication - a vital part of St. Henry's success.

Parents and students are given activation codes to access Edline, a web-based communication tool for sharing assessment data. Each student's grades and assignments are available to the student, parent, counselors, and administration throughout the entire school year.

The grade-level counselors review standardized test results from the PLAN and PSAT tests with the students and provide copies of those results to parents. AP Potential information is sent home to help students and parents in course selections for the next school year. This data is gathered from PSAT results and indicates what AP courses to consider, based on student achievement results on the test.

A school profile is prepared by the counseling department at the end of each school year to document statistics on the graduating class. This information includes National Merit and Kentucky's Governor's Scholars students, Commonwealth Diploma recipients, ACT data, the value of scholarships offered to the graduating class, the colleges graduates are attending, and other valuable information to share with the students, parents, and community. Highlights of this data are located on a large banner on the front of the school building. This profile is published on the website for all stakeholders and is given to all students who participate in the Shadow Program. The Shadow Program allows prospective students the opportunity to spend the day with a current student to experience a school day at St. Henry.

The Development Director is responsible for several communication mailings that reach over 5000 St. Henry stakeholders. The *Reflections* newsletter provides information on alumni, as well as current students, regarding social, career, and academic successes. The development office is also an integral part of the fall and winter Open House programs. These events allow for the sharing of performance data and academic effectiveness through pamphlets, PowerPoint presentations, and student ambassadors. This information is also available on the web page and other social media.

3. Sharing Lessons Learned:

St. Henry communicates successful strategies with its feeder school administrators throughout the year at administrator meetings and/or through conferences at St. Henry. After the process of accreditation, the administration consulted with district school administrators, discussing and analyzing curriculum mapping and alignment of curriculum. Ambassadors from St. Henry comprised of faculty, students, and support staff visit district elementary schools throughout the year to spread the good news about St. Henry. They share information regarding the five pillars of success: Faith, Scholarship, Athletics, Arts, and Leadership and talk about how each of these is incorporated at St. Henry. The chorus and band make visits to the district schools and parishes to perform, which gives first-hand proof of the successful strategies being used in the fine arts program. This past summer, St. Henry hosted a technology conference with the International Society for Technology in Education (ISTE). During round table discussions with educators from Canada, Australia, France, etc., the St. Henry Technology Coordinator shared what St. Henry is doing in regards to technology safety and social media.

The success of the science curriculum has opened up a funding opportunity from the Toyota Corporation and the Partnership Institute for Math and Science Education Reform (PIMSER). This will improve the professional relationships among the teachers and increase the prevalence of inquiry-based activities presented to the students within the district schools. This partnership allows for the sharing of discipline-specific strategies that can be used to better prepare young students for advancement in science. Under the leadership of a St. Henry science teacher, a committee has been formed to spearhead this project. The science faculty at St. Henry will act as content experts for the elementary and middle school science teachers, and liaisons between those teachers and college professors. Additionally, the science faculty at St. Henry will guide the elementary teachers toward the efficient implementation of inquiry-based activities in their own science classrooms; these strategies are considered by the science education community to be "best practices." St. Henry will support these teachers by increasing their familiarity with classroom and laboratory technologies that are widely considered to be beneficial toward the ultimate goal of student mastery of science concepts.

St. Henry will gather data from this science collaboration over the next couple of years. If data shows the expected, improved science interest and scores, St. Henry will focus on implementing a similar strategy with other core curriculum departments.

4. Engaging Families and Communities:

St. Henry invites many stakeholders, such as students, teachers, and parents, to help guide the academic success of its school. The school uses information that comes from its parent, teacher, and student surveys when constructing the school improvement plan. Also, student representatives on the School Improvement Team help ensure that the improvement plan is progressing and they play an integral part of determining recommendations for the following year's plan. Parents can offer input at the "Meet the Teachers" night. Parents are also encouraged to call or email with questions, and are assured that the faculty and administration will respond in a timely manner. The School Board is made up of representatives from each of the district parishes which allows for input from all district school stakeholders. The Board also includes a Pastor Administrator and teacher representative as members.

Collaborative communication among St. Henry stakeholders consistently reinforces and improves the vision of the schools mission statement. The school has instituted more conferences and outreach programs to develop student leadership, while also providing additional opportunities for Faith enrichment through Eucharistic Adoration, morning mass before school, and the improved prayer service days. Furthermore, St. Henry listens to and communicates with the community through parent/teacher conferences, weekly principal emails, and an up-to-date website with a direct link for stakeholder input. The school curriculum committee meets and acts upon faculty and stakeholder expectations. A few examples of programs that have been added or improved due to feedback and open lines of communication are the Academic Enhancement Program (AEP) for special needs, accelerated and AP courses, National Honor Society tutoring, and the after-school Homework Center.

The AEP was developed as a result of discussions with faculty, administration, parents, the outside stakeholder community, and other diocesan high schools. This program uses the ability level of students to place them appropriately. The purpose of this program is to provide a student who struggles in certain areas of learning with the necessary study skills and academic guidance to have a successful scholastic experience at the secondary level. A student may qualify for the course based on the results of his/her academic testing and/or the recommendation of the AEP Committee. This committee consists of the study skills teachers, counselors, and the administration. Parents play an active role in this program, receiving constant feedback from the AEP staff.

1. Curriculum:

St. Henry utilizes a pre-college curriculum and incorporates best practice research in developing teaching strategies to effectively align its pre-college curriculum to the state's learning standards and the ACT's College and Career Readiness Standards. College prep, accelerated, and AP levels are offered in English, math, science, social studies, fine arts, and foreign language.

Religion - Four credits required. These credits include Introduction to Catholicism, Scripture, Church History, and Our Moral Life in Christ. The Religion Department's teachers are united in their effort to guide its students to practice Gospel values. Learning to apply the written biblical word, understanding it in the Catholic tradition and appreciating universal truths is amplified through stewardship, retreats, and worship. Critical thinking skills are practiced while seeking the greater good in the contemporary church, celebrating all of God's creation. These values help the students and their families to understand their purpose among the People of God as they embrace their active faith.

English – Four credits required. Students will acquire and demonstrate basic grammatical skills in oral and written form. Vocabulary is incorporated at all levels using the Sadlier vocabulary series. Students are taught to organize, present, and demonstrate learning through analytical writing, literary analysis, development of the research process, and public speaking.

Mathematics – Four credits required. All students must complete Algebra I, Geometry, and Algebra II. Students can choose from seven electives for their fourth course ranging from Algebra III to AP Calculus.

Science – Three credits required. All students must complete Physical Science, Biology, and Chemistry. Fourth year electives include: Anatomy/Physiology, Environmental Science, AP Biology, AP Chemistry, and Physics.

Social Studies – Three credits required with the following courses covered: Geography, World Civilization, United States History, and Government. Other electives include: AP European History, AP U.S. Government, Special Topics, Psychology, and AP Psychology.

Visual & Performing Arts – One credit required. The history and appreciation of visual and performing arts is incorporated into these courses. Students may select from the following courses: Art I, Drama I, Chorus, or Beginning Band. Elective courses include AP History of Art, Web Design, Art II, III, & IV, AP Studio Art, Drama II & III, Journalism, Chamber Choir, and Advanced Band.

Physical Education/Health - Half of a credit is required in both Physical Education and Health. Health will enable students to demonstrate an understanding of various topics related to human health. Physical Education requires students to be active and engaged while learning how to develop the basic skills of team, individual, and recreational sports.

Technology – Courses offered with a technology focus include Web Design, Introduction to Computers, Computer Applications, Accounting I, Accounting II, Computer Science I, and AP Computer Science. These courses are taught with an emphasis on technology and the development of readiness skills.

Foreign Language – Two credits in the same language are required. This program offers classes at each grade level in Spanish, Latin, and German with the fourth year being Advanced Placement. These courses emphasize comprehending, speaking, writing, and reading the language. Ninety-nine percent or

more of the students take two or more years of a foreign language. St. Henry District High School is in compliance with the Blue Ribbon program's foreign language requirements.

The St. Henry curriculum supports college and career readiness through its focus on accelerated learning opportunities. The 2011 graduating class had available to them 16 Advanced Placement and 15 accelerated courses. Programs are also in place for students who need remedial work. The Academic Enhancement and NHS Peer Tutoring programs provide individualized instruction for students in need.

St. Henry counselors play a significant role in not only preparing the students for college readiness but also career readiness. The counselors conduct one-on-one meetings regularly to provide direction and guidance depending on the student's college or career choice.

2. Reading/English:

St. Henry District High School's English curriculum is a four-year reading and writing program that is applicable to all literary genres and is vertically aligned to include Literature and Language, American Literature, and British and World Literature. Each level strengthens the students' reading, writing, speaking, and comprehension skills with the emphasis on comprehension, interpretation, and writing skills. Its curriculum includes academic and accelerated/AP levels with a resource class available for those students who require more individualized instruction. Freshman students are placed in the recommended classes based on the entrance exam; however, as skills improve, students have the flexibility to move to a higher tract. All grade levels incorporate summer reading and writing, utilize ancillary novels to supplement each grade level during the school year, and provide a vocabulary series. The freshman and sophomore curriculum utilizes an extensive grammar focus to enhance the writing focus for all grade levels. The writing curriculum includes expository writing, comparison/contrast essays, research papers, persuasive pieces, timed critical analysis, and some creative writing to prepare the students for collegiate expectations.

Instructional pedagogy includes student-centered learning, lectures, group activities, and conferencing with teachers or other students. All grade levels incorporate and emphasize skills and strategies to prepare students for the aptitudes necessary for success on standardized tests including the EXPLORE test for freshman, PLAN and PSAT for sophomores, PSAT and ACT for juniors, and ACT and SAT for seniors.

For those students who read below grade level, the resource room assists in developing specific skills for improvement of reading proficiency. These students also benefit from our peer tutoring program, which is available through National Honor Society, and an after-school homework center staffed by teachers. For students who read above grade level, those students are encouraged to follow the accelerated/AP tract which incorporates more difficult material to develop higher level thinking skills based on Bloom's Taxonomy and to incorporate the Socratic methodology as a teaching technique.

3. Mathematics:

St. Henry District High School's mathematics curriculum is a four-year program that is vertically aligned with the Kentucky State Curriculum requirements and is comprised of college preparatory math courses. The required mathematics courses follow the pattern of Algebra I, Geometry, Algebra II, and an additional year of a mathematics course. Supplementary options include Probability and Statistics, Algebra III, Pre-Calculus, and Computer Science. Accelerated levels are offered at each grade level with AP courses in Calculus and Computer Science also available for seniors.

The goal of the mathematics curriculum at St. Henry is to create an understanding of math concepts by allowing for discovery and exploration of new concepts within the classroom atmosphere. Students work to strengthen their mathematics skills by utilizing critical thinking methods and continuously using

concepts they have previously learned. All math teachers use a combination of instructional methods in their courses. General lecture styles are infused with Socratic-like methods of question and answer portions as well as group work, student-centered activities and explorations, and use of technology. This variety of instruction allows for differentiation with respect to the differing needs of a unique student body. All mathematics classes incorporate technology including the use of graphing and non-graphing calculators, PowerPoint, document cameras, computer and online programs, as well as other services to enhance the learning of the students.

For those students who have difficulty with their overall mathematics skills, need additional assistance, or require modifications, St. Henry offers a study skills class. In this course, teachers work to develop the study habits and academic skills of the students. Peer tutoring is also available through the National Honor Society, and many of the mathematics teachers offer before school study sessions. Those students whose mathematics skills are above their grade level are encouraged to follow the accelerated/AP track which will challenge their mathematics and critical thinking skills as well as develop a higher level of thinking.

All mathematics courses incorporate added instruction on mathematics skills and strategies to prepare students for standardized tests such as the PLAN, PSAT, and ACT. The mathematics department also offers after school review sessions to help students prepare for these standardized tests. The after school review sessions are broken down by the student's current math course or previous ACT score. In this fashion, the math teachers are able to challenge the high level students, assist those of average mathematic ability, and work with those struggling, all in different sessions.

4. Additional Curriculum Area:

In following with St. Henry's mission to provide a well-rounded, college-preparatory education, the science department focuses on graduating students who are prepared to become citizens in a world facing environmental challenges and preparing students for future science classes in college, especially laboratory based courses.

Students are required to take three science courses: Physical Science, Biology, and Chemistry. Additional offerings are: Human Anatomy and Physiology and/or Environmental Science; accelerated level: Accelerated Human Anatomy and Physiology and/or Physics; AP level: AP Biology and AP Chemistry.

This year, St. Henry has added Environmental Science to expand its offering of science classes. This meets the goal of increasing the environmental awareness of the students and improving the lab skills of those bound for college. Of the 135 seniors, over 60% will have taken at least one extra science class upon graduation. According to the College Board, the best predictor of college success is the rigor of the high school education, so exposing an ever-increasing number of the students to a fourth year of science is a good indicator of future academic success.

To specifically target lab skills, the teachers have changed the Physical Science curriculum to begin the year with a more intensive lab experience, so that students are very familiar with basic lab skills by the end of the first semester. This helps compensate for the fact that St. Henry enrolls students from so many different elementary schools. Inquiries with local college instructors and recent graduates have convinced the department that strong lab skills are vital if students are to feel comfortable and successful in the college lab setting. To facilitate this change, the teachers have set a departmental standard of sequential instruction in laboratory report writing. During the freshman year, the emphasis is on excellent data acquisition, record keeping, and mastering a variety of techniques for graphical analysis, including traditional graphing, using Excel spreadsheets, and using probe ware with continuous recording and graphing capabilities. During the sophomore year, labs reinforce these skills and students expand into critical analysis using guided questioning and an increase in the number of inquiry labs. Juniors are expected to demonstrate strong conclusion-writing skills, and full formal lab reports are required. For

students who continue into a fourth year of science, the lab report format varies by course, but all require students to make extensive connections between current and past coursework.

5. Instructional Methods:

St. Henry accepts all students regardless of their academic abilities and uses differentiated instruction to accommodate these differences. The addition of a technology coordinator has aided the development of innovative ways for the teachers to reach all students. The science department utilizes a SMART Board and takes advantage of its interactive nature to enhance learning in Biology and Anatomy courses. Several departments take advantage of the student response system that allows teachers to measure a student's level of understanding of subject material immediately. Feedback is instant and allows for analysis of instruction. This tool also allows opportunity for student self-assessment. The Asus Netbook laptop lab allows for entire classrooms to have access to a computer without being in one of the computer labs. All classrooms have projector units that allow for immediate connection to the internet for specific lesson presentations or research. Many classes use this technology for student-led PowerPoint presentations.

St. Henry also offers a Study Skills program to assist students who have academic challenges. This program collaborates with the teachers of these students to offer assistance in their learning. Accommodations can be in the form of extended time on tests, working with a small group on projects instead of as an individual, or modifying assignments to focus on the core concept. Study Skills is offered as a class in which identified students are in a small class setting with multiple teachers to review main concepts of good study habits and practices, to build on concepts from core classes, and to receive additional support in reviewing the lessons taught on a daily basis. Students also receive additional time for one-on-one teaching or re-teaching of core concepts. Students are paired with study groups or study partners to assist with review. Teachers often use technology to offer students guided notes with PowerPoint presentations or lectures as well as computer generated programs to assist with the review of the English vocabulary, maps in geography, vocabulary practice in languages, and core concepts in religion. Additional support is also offered in the form of tutoring for individual classes by both peers and teachers as well as the use of audio textbooks.

6. Professional Development:

The professional development (PD) program at St. Henry is designed to provide teachers, through its website, the opportunity to view PD programs that are content driven to specific disciplines. All PD is examined as to its impact on student achievement. For 2011-2012, St. Henry hired a part-time Professional Development Coordinator. This person is responsible for finding PD opportunities for the faculty and for maintaining the PD webpage that provides a database of opportunities. The PD Coordinator also works with the administration in scheduling required faculty and staff professional development.

The PD Coordinator and the administration have worked to conduct more efficient monthly staff meetings to allow for general in-house professional development, such as: a licensed psychological practitioner and certified behavior instructor who demonstrated how to better serve special needs students and to diversify instruction to address the learning styles of all students (12/2/11), a religious education consultant who conducted a follow-up to the August faculty retreat that focused on God's call and our response (1/6/11), and a professor of educational psychology who will discuss the connection between classroom instruction and quality assessment (3/15/12).

Staff members are required to obtain six hours of PD which does not include the presenters brought in for staff meetings. All registration costs are paid for by the school. Examples of PD the staff has attended this year include: 1. A math teacher attended a seminar on the Kentucky Online Testing Program (KYOTE). The information obtained will be used to strengthen basic skills in Algebra III to meet or exceed college readiness standards. 2. A science teacher attended an AP workshop on the new curriculum

framework for the AP Biology course. The information gained will be utilized by introducing inquiry labs to the tenth grade Biology Accelerated students and incorporating AP Biology sample test questions from the new test into course lessons. 3. A Spanish teacher attended a workshop entitled “Powerful Strategies for Differentiating Instruction in your Foreign Language Classroom.” This teacher has established tiered assignments as an effective classroom strategy. This provides students choices in assignments in order to reach a stated goal.

Technology Tuesdays are also a vital part of the PD program. The technology coordinator conducts a once-a-month workshop on new and current technologies that directly impact student learning.

7. School Leadership:

St. Henry balances leadership and management to promote student learning. This structure begins at the diocesan level with the Bishop as the primary educator. The Superintendent of Schools is then responsible for the schools in the diocese. At the local level, St. Henry has a Pastor Administrator and a district school board that serves in an advisory role to the school.

The principal's leadership philosophy coordinates a vision that encompasses both school-wide goals and the personalized vision of the faculty to encourage student success. The teacher's expertise is matched to meet the instructional needs of all students. The principal reinforces this collaborative vision among all faculty and staff members.

The assistant principal is devoted to the shared vision of the school and sees the members of St. Henry as its greatest resource. He serves as the chair of the School Improvement Team and works with all stakeholders in improving and advancing academic achievement. The assistant principal also works closely with the school counselors in analyzing test scores and then with the teachers to improve instruction.

The support staff at St. Henry is also very crucial for its success. The administrative assistant handles the day-to-day operations of the school including attendance, diocesan and government reports, and communication. The business manager handles all of the finances and is responsible for managing a budget that exceeds three million dollars.

The classroom teachers are also leaders devoted to managing the daily education of the students. St. Henry teachers act as leaders by modeling the vision of the mission statement through personal example and classroom techniques. Furthermore, counselors work with the students on their academic success and also provide personal counseling as needed.

The Campus Ministry and Religion Departments coordinate the spiritual direction of the school. They provide for the religious education of the students as well as many other opportunities for spiritual growth.

St. Henry is very fortunate to have a dedicated staff that shares in the vision, mission, and values of the school. With everyone working together, the school is able to provide a great environment for its students. The success of St. Henry is the result of many people performing their individual roles, while keeping its five pillars of success at the forefront.

PART VI - PRIVATE SCHOOL ADDENDUM

12PV263

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$</u>
K	1st	2nd	3rd	4th	5th
<u>\$</u>	<u>\$</u>	<u>\$</u>	<u>\$6200</u>	<u>\$6200</u>	<u>\$6200</u>
6th	7th	8th	9th	10th	11th
<u>\$6200</u>	<u>\$</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$6640

5. What is the average financial aid per student? \$2346

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
7%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 10%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 12

Test: ACT

Edition/Publication Year: 2010,2011 Publisher: ACT Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Dec	Dec	Dec	Dec	Dec
SCHOOL SCORES					
Average Score	24	23	23	22	23
Number of students tested	105	143	122	143	104
Percent of total students tested	96	98	99	99	91
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
This program is rounding ACT scores to whole numbers on the printout. CAPE has instructed St. Henry to list the ACT scores here: 2010-2011 (24.3), 2009-2010 (23.3), 2008-2009 (23.0), 2007-2008 (22.1), 2006-2007 (22.5).					

12PV263

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 12

Test: ACT

Edition/Publication Year: 2010,2011 Publisher: ACT Scores reported as: Scaled scores

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Dec	Dec	Dec	Dec	Dec
SCHOOL SCORES					
Average Score	26	25	24	24	23
Number of students tested	105	143	122	143	104
Percent of total students tested	96	98	99	99	91
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
This program is rounding ACT scores to whole numbers on the printout. CAPE has instructed St. Henry to list the ACT scores here: 2010-2011 (26.4), 2009-2010 (25.0), 2008-2009 (24.0), 2007-2008 (23.8), 2006-2007 (22.8).					

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